



Self-Assessment Checklist For: _____

Novice Mid

Person's Name

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example, your teacher, to assess what they think you can do (Column 2). Column 3 could be used by an additional assessor or to set personal goals. You can add to the list – perhaps with your teacher – other things that you can do or that are important for your language learning at this level.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Novice Mid level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) Me	(2) Teacher	(3)
INTERPRETIVE			
Listening			
I can understand when someone speaks very slowly and carefully to me about familiar topics, but I may need to have the information repeated and have time to think.			
I can understand words, phrases, and expressions related to familiar topics.			
I can understand carefully phrased questions related to personal and family information as well as likes and dislikes.			
I can understand and follow simple classroom instructions and directions.			
I can understand numbers (from 1 to 100), prices, dates, and times.			
Reading			
I can understand familiar words, phrases, and simple sentences in authentic written materials, rereading as required.			
I can understand basic questions on standardized forms well enough to give the most important information about myself (name, date of birth, nationality)			
I can understand short simple written messages such as greeting cards, holiday wishes, etc.			
I can distinguish between questions, statements and exclamations.			
INTERPERSONAL			
Person-to-Person Communication			
I can introduce myself and others and use basic culturally-appropriate greetings.			
I can ask memorized questions and answer simple questions, on very familiar topics such as leisure activities, family, food, school, and weather using memorized phrases.			
I can handle numbers, quantities, cost, time and dates in simple situations.			
I can make myself understood in a simple way, and understand the other person provided he talks slowly and clearly and is prepared to help.			
I can in simple fashion ask somebody to repeat what he or she says or ask him or her to speak more slowly.			
I can ask and answer in simple terms questions about likes and dislikes.			

Language: _____	(1) Me	(2) Teacher	(3)
PRESENTATIONAL			
Spoken Production			
I can give personal information (address, telephone number, nationality, age, family)			
I can talk about things I like and dislike			
I can describe myself			
Written Production			
I can fill in a standardized form with my personal details (name, age, address, telephone number)			
I can write about myself using learned phrases and memorized expressions			
I can write lists based on familiar material			



Self-Assessment Checklist For: _____ Novice High

Person's Name

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example, your teacher, to assess what they think you can do (Column 2). Column 3 could be used by an additional assessor or to set personal goals. You can add to the list – perhaps with your teacher – other things that you can do or that are important for your language learning at this level.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Novice High level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) Me	(2) Teacher	(3)
INTERPRETIVE			
Listening			
I can understand what is said clearly, slowly, and directly to me in simple everyday conversation with persons accustomed to non-native speakers.			
I can catch the main point in short, clear, simple messages and announcements.			
I can generally identify the main topic in short recorded passages dealing with predictable everyday matters provided the passages are spoken slowly and clearly.			
I can generally understand the essential information of a conversation around me when people speak slowly and clearly about familiar topics.			
Reading			
I can understand a simple personal letter or email in which the writer tells or asks me about aspects of everyday life on familiar topics			
I can identify some cognates that help me understand the meaning.			
I can understand short narratives about everyday things dealing with topics that are familiar to me if the text is written in simple language.			
I can understand simple authentic written materials and identify the main idea(s) such as ads, menus, etc.			
I can understand simple sentences, questions and exclamations dealing with familiar topics.			
I can follow short simple written directions and instructions.			
INTERPERSONAL			
Person-to-Person Communication			
I can make simple transactions in real-life situations such as stores, restaurants, post offices or banks, sometimes hesitantly or in incomplete sentences.			
I can ask for and give directions referring to a map or plan.			
I can make social arrangements that include date, time, and place.			
I can exchange information about what I like and dislike.			
I can discuss with other people what to do, where to go, and when to meet.			
I can ask people for things and give people things.			
I can ask people questions about where they live, people they know, things they have, etc. and answer such questions addressed to me, provided questions are articulated slowly and clearly.			

Language: _____	(1) Me	(2) Teacher	(3)
PRESENTATIONAL			
Spoken Production			
I can give a basic description of myself, my family, other people using simple sentences and phrases.			
I can give a basic description of my activities and personal experiences using simple sentences and phrases.			
I can give a basic description of my hobbies and interests using basic sentences.			
Written Production			
I can write lists, short messages, postcards, and simple notes.			
I can write using memorized phrases to discuss aspects of my everyday life (family, school, and leisure activities).			
I can write simple sentences describing myself and others.			



Self-Assessment Checklist For: _____ Intermediate Low

Person's Name

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example, your teacher, to assess what they think you can do (Column 2). Column 3 could be used by an additional assessor or to set personal goals. You can add to the list – perhaps with your teacher – other things that you can do or that are important for your language learning at this level.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Intermediate Low level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) Me	(2) Teacher	(3)
INTERPRETIVE			
Listening			
I can follow clear everyday conversation, though I sometimes have to ask for repetition.			
I can understand the main points of clear standard speech on familiar matters.			
I can understand the general idea of what is being said in short conversations dealing with familiar topics when the speech is slow and clear.			
Reading			
I can understand the main points and some details in simple authentic written materials about familiar topics			
I can skim authentic written materials to find relevant, basic facts such as prices, locations, times, etc.			
I can understand familiar words, phrases, and sentences in authentic written materials with minimal re-reading.			
INTERPERSONAL			
Person-to-Person Communication			
I can often start, maintain, and end a simple face-to-face conversation on topics that are familiar or of personal interest, but I have difficulty expressing exactly what I want to say.			
I can ask for and follow simple directions and instructions.			
I can express and react to feelings such as surprise, happiness, sadness, interest and indifference.			
I can create simple sentences and deal with uncomplicated situations.			
I have a sufficient vocabulary to engage in conversation in complete sentences on most topics pertinent to my everyday life such as family, household tasks, hobbies, interests, and work.			
I can deal with some situations likely to arise when traveling to an area where the language is spoken.			

Language: _____	(1) Me	(2) Teacher	(3)
PRESENTATIONAL			
Spoken Production			
I can describe myself, my family, other people using several simple sentences.			
I can describe where I live using several simple sentences.			
I can describe my interests, activities, and personal experiences using several simple sentences.			
I can talk about things that are happening and are going to happen.			
I can talk about my needs, wants, and preferences.			
I can summarize short passages in a simple fashion.			
Written Production			
I can write a series of simple sentences about myself and aspects of everyday life (family, school, leisure activities)			
I can ask simple questions about aspects of everyday life (family, school, leisure activities, basic needs)			



Self-Assessment Checklist For: _____ Intermediate Mid

Person's Name

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example, your teacher, to assess what they think you can do (Column 2). Column 3 could be used by an additional assessor or to set personal goals. You can add to the list – perhaps with your teacher – other things that you can do or that are important for your language learning at this level.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Intermediate Mid level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) Me	(2) Teacher	(3)
INTERPRETIVE			
Listening			
I can understand straightforward, factual information about common everyday topics, identifying both general messages and some specific details, provided the speech is clear and relatively slow.			
I can understand the main points of simple recorded material on familiar topics, provided the speech is clear and relatively slow.			
I can understand when people are talking about events in different time frames.			
I can understand a short narrative and identify the main idea and some specific details.			
Reading			
I can read short narratives and authentic materials on familiar and new topics and identify the main idea and some details.			
I can guess the meaning of certain words by studying the context and looking for cognates.			
I can understand the basic plot of a simple, clearly structured story.			
I can understand the description of events, feelings and wishes in personal written communication on familiar topics.			
I can understand and follow simple instructions in consumer and informational materials.			
I can understand longer, more complex statements, questions and exclamations on familiar topics.			
INTERPERSONAL			
Person-to-Person Communication			
I can ask and answer questions about routine personal information concerning myself, my family, home, and daily activities.			
I can communicate in sentences about my interests and personal preferences.			
I can ask and answer questions about food, shopping, travel, and lodging in uncomplicated situations.			
I can participate in a spontaneous discussion, but sometimes gaps in communication may occur.			
I can give and seek personal views and opinions in an informal discussion with friends.			

Language: _____	(1) Me	(2) Teacher	(3)
PRESENTATIONAL			
Spoken Production			
I can explain and give reasons for my plans, intentions, and actions .			
I can express my plans for the near future.			
I can describe past activities, and personal experiences.			
I can give detailed accounts of experiences and express feelings and reactions.			
I can give clear, detailed descriptions on subjects related to me and my world.			
I can narrate a story based on picture prompts.			
I can summarize short stories and news items.			
Written Production			
I can write guided compositions, descriptions, requests for information, and simple directions.			
I can write about personal preferences and experiences, daily routines, and common events.			
My writing often includes a series of connecting sentences.			
Most of my writing is in present time with occasional use of other time frames.			



Self-Assessment Checklist For: _____ Intermediate High

Person's Name

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You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Intermediate High level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) Me	(2) Teacher	(3)
INTERPRETIVE			
Listening			
I can understand most of what is said to me in standard spoken language.			
I can follow an extended talk, provided the subject matter is familiar and the presentation is straightforward and clearly structured.			
I can understand the highlights of most TV/radio programs dealing with familiar topics and using standard spoken language.			
I can enhance my comprehension by using clues such as context, intonation, cognates, listening for main points, as well body language when possible.			
Reading			
I can understand longer and more complex reading selections and summarize them.			
I can understand selected authentic written materials with minimal rereading.			
I can rapidly grasp the content and the significance of news, articles and reports, and decide if a closer reading is necessary.			
I can understand main ideas and pertinent details in literary selections with assistance.			
I can read and understand a variety of selected authentic documents that suggest specific attitudes and points of view.			
I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot			
I can understand and follow instructions in selected consumer and informational materials with minimal use of a dictionary.			
INTERPERSONAL			
Person-to-Person Communication			
I can engage in extended conversations and participate in discussions on most general topics.			
I can, with occasional difficulty, formulate questions and gather information related to work, school, recreation and particular areas of interest.			
I can exchange considerable quantities of detailed factual information on matters within my fields of interest.			
I can convey degrees of emotion and react appropriately to the emotions of others.			
I can support my opinions and make recommendations by providing relevant explanations, arguments, and comments.			

Language: _____	(1) Me	(2) Teacher	(3)
PRESENTATIONAL			
Spoken Production			
I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.			
I can describe my dreams, hopes, and ambitions.			
I can summarize news items, interviews, stories, films or plays.			
I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.			
I can narrate and describe in at least two time frames.			
I can occasionally correct some errors when I hear myself make them.			
Written Production			
I can write personal and simple business letters, brief summaries, and compositions.			
I can write about personal experiences and topics of current and general interest.			
I can write simple descriptions and narrations of paragraph length on everyday events.			
I can write using different time frames with some control.			
I can write using style, language, and tone appropriate to the audience and the purpose of the presentation.			



Self-Assessment Checklist For: _____ **Advanced Low**

Person's Name

Use this checklist to record what you think you can do (Column 1). Ask someone else, for example, your teacher, to assess what they think you can do (Column 2). Column 3 could be used by an additional assessor or to set personal goals. You can add to the list – perhaps with your teacher – other things that you can do or that are important for your language learning at this level.

You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Advanced Low level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) Me	(2) Teacher	(3)
INTERPRETIVE			
Listening			
I can follow extended speech when speakers are using both formal and informal language.			
I can understand some idiomatic expressions and slang.			
I can understand information from public announcements, for example, at a sports event, in the airport, etc.			
I can understand simple technical information about products, including operating instructions.			
I can understand most TV/radio programs and films that contain idiomatic usage and slang.			
Reading			
I can recognize a variety of literary styles such as poetry, prose, essays and journalistic documents.			
I can read and understand any correspondence with occasional use of a dictionary.			
I can read and understand a variety of literary selections with ease to include cultural materials.			
I can recognize the social, political, or historical background while reading a literary selection.			
I can understand hidden meanings, ideas and connections, as well as motives for characters' actions and their consequences in the development of the plot in literary selections.			
I can read authentic materials with a large degree of independence adapting style and speed of reading to different texts.			
INTERPERSONAL			
Person-to-Person Communication			
I can engage comfortably in conversation with most native speakers, although with some hesitation.			
I can use the language fluently, accurately, and effectively on a wide range of topics that may occur in the present, past or future.			
I can express my ideas and opinions clearly and precisely when engaged in lengthy conversation.			
I can get through unfamiliar situations by paraphrasing.			
I can handle unpredictable occurrences in everyday situations.			

Language: _____	(1) Me	(2) Teacher	(3)
PRESENTATIONAL			
Spoken Production			
I can give clear and detailed descriptions, integrating themes and developing my point of view.			
I can give presentations on a subject in my field of personal and/or professional interest and respond to audience questions.			
I can summarize long texts.			
I can construct a persuasive argument linking my ideas logically.			
I can accurately narrate and describe in the past, present, and future time frames.			
I can speculate about causes, consequences, and hypothetical situations in a limited way.			
I can generally correct my errors when I hear myself make them.			
Written Production			
I can write letters, narratives, descriptions of a factual nature, and a variety of summaries and reports.			
I can write about a variety of topics.			
I can combine and link sentences and paragraphs.			
I can write narrations and descriptions with some control of major time frames.			
My writing shows sustained control of simple sentence structures and partial control of more complex structures.			



Self-Assessment Checklist For: _____ Advanced Mid/High

Person's Name

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You will determine your proficiency level for each skill. If you have over 80% of the items checked for a particular skill, you have probably achieved the Advanced Mid/High level for that skill. Each skill should be assessed separately to identify level of proficiency.

Language: _____	(1) Me	(2) Teacher	(3)
INTERPRETIVE			
Listening			
I can understand most spoken language, whether live or broadcast, even when delivered at native speed, provided I have some time to get familiar with the accent.			
Reading			
I can understand with ease almost all forms of written abstract and complex texts.			
I can understand contemporary and classical literary texts of different genres (poetry, essays, editorials, prose, drama).			
I can understand texts written in a colloquial style containing many idiomatic expressions.			
I can recognize plays on words and appreciate texts whose real meaning is not explicit, for example, irony and satire			
I can recognize different literary styles (puns, metaphors, symbols, connotations, ambiguity) and appreciate and evaluate their function within the text.			
INTERPERSONAL			
Person-to-Person Communication			
I can take part with ease in all conversations and discussions with native speakers and can adapt to the demands of the conversation.			
I can often convey and understand finer shades of meaning by using, with reasonable accuracy, a wide range of expressions to qualify statements.			
I can use and understand many idiomatic expressions and colloquialisms effectively.			
I can exchange complex information about work-related or professional tasks.			
I can participate in discussions and support my opinions and viewpoints on contemporary issues, such as current events, politics, business and other important matters.			
I can develop and support hypotheses, working around occasional difficulties.			

Language: _____	(1) Me	(2) Teacher	(3)
PRESENTATIONAL			
Spoken Production			
I can summarize information from different sources, reconstructing arguments and accounts in a coherent presentation.			
I can present ideas and viewpoints in a very flexible manner in order to give emphasis, to differentiate, and to eliminate confusion.			
I can express myself naturally and effortlessly; I only need to pause occasionally in order to select precisely the right words.			
I can consistently speak appropriately and accurately using present, past, and future time frames.			
I can give clear, detailed descriptions of complex subjects.			
I can give a clearly developed and well-organized presentation on a subject in my fields of personal or professional interest in a style appropriate to the audience.			
I can depart when necessary from the prepared text of my presentation and follow up spontaneously to points raised by members of the audience.			
I can backtrack and restructure smoothly when speaking, so that others are hardly aware of it.			
I can discuss some abstract topics related to my interests and fields of expertise.			
Written Production			
I can write detailed narratives and descriptions of a factual nature.			
I can write about familiar topics relating to interests and events of current, public, and personal relevance.			
I can sustain and support opinions and arguments.			
I can write texts of several paragraphs in length with a variety of cohesive devices.			
I can write narrations and descriptions with consistent control of major time frames.			
My writing shows good control of most language structures.			
I can write reports and research papers with significant precision and detail.			